

**Partnership for 21st Century Learning
Bringing Project Management into the School Transformation Conversation**

**OVERVIEW & ORIENTATION WEBINAR / PRESENTATION
for Leadership Team and others
Talking Points**

Slide/Frame	Talking Points
1. Title slide	
2. What we will cover today: <ul style="list-style-type: none"> • Purpose of the project and pilot • Why project managers should be engaged with community discussions about education transformation • What is Project-Based Learning? • Talking about PBL with educators 	<ul style="list-style-type: none"> • Today we're offering an overview of why this project is important and why PMs should be engaged. • Then, we will discuss Project-Based Learning.
3. What we will cover today: <ul style="list-style-type: none"> • What Project Managers can add to PBL in the classroom • Toolkit overview • Determining community readiness for educational transformation 	<ul style="list-style-type: none"> • We will also introduce you to a Toolkit that brings together a lot of valuable information • Lastly, we will give an overview of some essential topics for this work, including looking at your own community's readiness factors and assets.
4. What is the Purpose for this Project? <ul style="list-style-type: none"> • New Learning Strategies are Needed for Student Success because... 	<ul style="list-style-type: none"> • Students today face a world where a far broader and deeper set of skills are essential for success than ever before.
5. The U.S. needs many more graduates who are college- and career- and citizenship-ready [IMAGE: drop-out and underskilled crisis]	<ul style="list-style-type: none"> • For example, the Georgetown University Center on Education and the Economy projects that the U.S. economy will have a shortage of at least 3 million postsecondary degrees and 4.7 million postsecondary certificates by 2018. • However, 18 million students in the U.S. attend schools in districts that have been identified as in need of improvement, while seven thousand students drop out of high school without a regular diploma every day.

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<p>6. Students must master BOTH content knowledge and other skills and competencies demanded by employers.</p>	<ul style="list-style-type: none"> • There has been increasing recognition that “college readiness” should really be “college and career readiness” - schools can prepare students for multiple pathways to success. • Research shows that key cognitive strategies and academic behaviors that enable students to learn content from a range of disciplines are just as important as content knowledge in determining if a student will succeed in college and career.
<p>7. [IMAGE: P21 Framework for 21st Century Learning]</p>	<ul style="list-style-type: none"> • P21 developed the Framework for 21st Century Learning to define the key elements (content, skills, and cross-cultural themes) that all students must possess to graduate college, career and life ready. The graphic represents both student outcomes (as represented by the arches of the rainbow) and critical learning support systems (as represented by the pools at the bottom) that are required for 21st Century learning. All of the elements are interconnected and interact with each other in teaching and learning. • The diagram also illustrates that the Framework builds on a base of core academic subject knowledge. All 21st century skills can and should be taught in the context of core academic subjects.

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<p>8. What is the purpose of this project?</p> <ul style="list-style-type: none"> Why should Project Managers engage in conversations about transforming education? 	<ul style="list-style-type: none"> Schools today need to transform the educational model and offer a different kind of learning that more closely mirrors today's work and life. An active educational experience centered around real world projects helps to engage students and impart these skills. Project-Based Learning also prepares students for the working world. Many communities are talking about PBL and other related strategies with parents, teachers, employers, and students. However, very few communities have engaged project managers and other skilled professionals - those with expertise on exactly these areas - to contribute to those conversations. PMs are members of your community. You care about its success. PMs are parents of students in the schools who want your kids to succeed. PMs are leaders in the business community, who need a competent workforce to sustain growth.
<p>9. What is Project-Based Learning?</p> <ul style="list-style-type: none"> A proven teaching method to help students build skills Students respond to a complex question, problem, or challenge using project management techniques 	<ul style="list-style-type: none"> A teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to a complex question, problem, or challenge using project management techniques.
<p>10. PBL helps students:</p> <ul style="list-style-type: none"> Learn more deeply Sustain engagement and collaboration Achieve at a higher level Learn how to learn <p>[Source: Stanford University]</p>	<ul style="list-style-type: none"> Learn more deeply when they apply their knowledge to real-world problems. Participate and contribute in tasks that require sustained engagement and collaboration. Achieve higher levels of academic performance and personal development, regardless of the student's background or prior academic record. Become more successful by learning how to learn as well as what to learn.

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<p>11. Project Management is Crucial for Effective PBL</p> <ul style="list-style-type: none"> • Students build and explore project management skills • Not all projects in classrooms truly use project management • Project management should be integrated into projects 	<ul style="list-style-type: none"> • The best Project-Based Learning gives students the opportunity to build and explore project management skills. • Nevertheless, many of the projects used in classrooms, even if called “PBL,” do not allow students to truly utilize project management (for example, projects where the teacher directs the experience and makes most of the decisions). • Effective learning projects and PBL curricula should integrate opportunities for learning and practicing project management skills.
<p>12. What Are Effective Learning Projects?</p> <ul style="list-style-type: none"> • Sequences of learning experiences • Provides students many opportunities to practice diverse skills • Represents meaningful, real-world work • Addresses compelling questions and problems 	<ul style="list-style-type: none"> • In PBL, students engage with designed “learning projects,” sequences of learning experiences that give students lots of opportunities to practice and improve all of their skills, while engaging in meaningful, real-world work that addresses compelling questions and problems.
<p>13.</p> <ul style="list-style-type: none"> • Outcomes are tied to learning goals • Lead students to central concepts • Involve inquiry, problem-solving, and knowledge-building • Students design and manage their learning • Authentic, real-world problems 	<ul style="list-style-type: none"> • The Project Management Institute Educational Foundation defines a well-designed, effective learning project as one that has the following features: • Project outcomes are tied to curriculum and learning goals. • Driving challenges that lead students to the central concepts or principles of the topic or subject area. • Student investigations and research involve inquiry, problem-solving, and knowledge building. • Students are responsible for designing and managing much of their own learning. • Projects are based on authentic, real-world problems and questions that students care about.

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<p>14. Effective Learning Projects (cont.)</p> <ul style="list-style-type: none"> • Build 21st Century competencies • Students receive feedback • Shared as product or presentation • Outcome can be clearly defined or open-ended 	<ul style="list-style-type: none"> • To these should also be added that the learning project: • Be designed to help students build 21st Century competencies • Students receive feedback at each stage on the quality of their work • Students publicly share their knowledge through a product and/or a presentation. • Additionally, learning projects can be designed with a clearly defined outcome, or more open-ended with students exploring and “discovering” the desired results.
<p>15. Learning Project Example #1</p> <ul style="list-style-type: none"> • Wind Turbine Design and Build <p>[image]</p>	<ul style="list-style-type: none"> • One class at the Academy of Engineering and Green Technology at Hartford High School in Connecticut worked with a utilities expert and neighboring corporate partner United Technologies to design and build a solar-powered wind turbine that would generate electricity for a rural school in Saldang, Nepal.
<p>16. Learning Project Example #2</p> <ul style="list-style-type: none"> • Teen-S-Team-Plus Anti-Bullying and PM Skills Program 	<ul style="list-style-type: none"> • Students participating in the program, in Elk Grove, California, conducted in partnership with the PMI Sacramento Valley Chapter and PMIEF, develop and present an anti-bullying program to their school and then pass it forward to a middle school and implement it there.

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<p>17. Toolkit Overview</p> <p>[IMAGE: Toolkit cover]</p>	<ul style="list-style-type: none"> • The Toolkit is intended to bring project management into community conversations about school transformation, by providing tools, definitions and explanations of unfamiliar subjects, and links to other resources that will help project managers, other professionals, and existing stakeholders to better understand their communities, connect to existing dialogues and reform efforts, and navigate the complex world of education. • Developed by P21 and PMIEF • Each Toolkit document can help community leaders work together to build support for integrating PBL and project management into their local schools and partnering with educators to implement learning projects in the classroom. • The Toolkit is available on the website, and we will also provide your leadership with attractive printed copies.
<p>18. Toolkit Purpose</p> <ul style="list-style-type: none"> • Engage in conversations about education transformation • Help bring PBL, project management, and 21st Century skills into schools • Assist educators to better understand PBL • Allows PMs to provide expertise inside and outside of the classroom 	<ul style="list-style-type: none"> • This toolkit will equip project managers, other professionals, and other stakeholders with the knowledge and tools to: • Add their voices to deeper community conversations about education transformation in their communities and what is necessary to successfully prepare young people for the 21st Century world of work, • Work with other groups and leaders to build support among the public and educational decision-makers to bring Project-Based Learning, project management, and 21st Century skills into curricula and teacher training, • Assist educators to better understand PBL, and • Provide their important expertise inside and outside of the classroom.

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<p>19. Toolkit Overview</p> <p>Toolkit Sections:</p> <ul style="list-style-type: none"> • Overview & Guide • Project Management Skills and Project-Based Learning • Sharing the Value of Project Management with Educators • Project-Based Learning in Action • Determining Community Readiness • Community Resource Mapping • Understanding Education Strategies • Project Managers in the Classroom • Appendix: Facilitating an Effective Community Conversation • Handouts <ul style="list-style-type: none"> ◦ Exemplary Schools & Districts ◦ Resources for Educators 	<ul style="list-style-type: none"> • The Overview offers a brief, summarized description of selected topics • Much more detailed information is available in the related resource documents and handouts. • The Toolkit sections provide concrete advice and tools to help project managers participate in the education discussions happening in their communities. • One important topic here is how project managers can determine the readiness of their own communities to move forward with embracing 21st Century Skills and PBL. Through research and a mapping process, they can explore their local context and identify the assets, key players, and existing community change initiatives that will be essential components in this work. • Another is how to engage with ongoing community conversations about school transformation, whether those are already robust or need more leadership. • The final content section of this document is intended to help project managers to reach out to educators by “speaking their language,” both by better understanding education strategies and jargon and by using a set of key messages that highlight and summarize how PBL can help teachers and administrators reach their goals. • We'll go through these sections in much more detail in upcoming workshops and webinars.

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<p>20. Talking about PM and PBL with Educators</p> <p>[GRAPHIC: PMIEF Learning Project Cycle table with education-learning terms]</p>	<ul style="list-style-type: none"> • Educators - and here we're talking about both teachers and administrators, in schools and in school district offices - have their own context, perspectives, and jargon. • It will be important for you to “speak the language” of the education world to clearly communicate your message. • To help “translate” between different perspectives, the Partnership for 21st Century Skills (P21) and PMIEF have developed this chart, which aligns project life-cycle terms with accessible, teacher- and administrator-friendly terms.
<p>21. Benefits of PBL for Schools</p> <ul style="list-style-type: none"> • Expand curriculum and extend learning facilities • Gain access to workplace techniques and technology • Better meet the needs of diverse student populations • Make education more relevant and valuable for students, • Give students opportunities to experience work environments • Improve retention and graduation rates • Teach to Common Core and other new standards 	<ul style="list-style-type: none"> • In addition to the learning benefits for students that we have already described, it may be important for you to talk about the ways that PBL, and Work-Based Learning as well, can help schools to meet their missions. This may be especially compelling to administrators. • Meaningful learning projects, with their emphasis on actively exploring significant content and practicing 21st Century competencies as part of teams, are an important instructional strategy for educators to help students master the learning and experiences that they need to meet the new standards, including Common Core, Next Generation Science Standards, C3 Social Studies Framework. The Toolkit provides more information and links about these standards, and we will delve into them more in future workshops.
<p>22. Project Managers are Excellent Resources for Educators</p> <p>[GRAPHIC: Photo of adult helping student with a project]</p>	<ul style="list-style-type: none"> • Project managers can bring their knowledge and passion for solving important problems into the classroom. • We will talk more in the future about specific ways that PMs can get involved, but two key activities are • Helping teachers to plan projects, and • Speaking to students about Project Management techniques.

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<p>23. How Can Project Managers Be Involved?</p> <ol style="list-style-type: none"> 1) Helping teachers to plan projects and lesson plans. 2) Translating “project management” language to everyday terminology and vice versa. 3) Helping teachers and students to understand technical subject matter and language. 4) Developing scoring methods for projects. 5) Creating and adapting project templates and forms. 6) Speaking to students about Project Management concepts and techniques. 	<ul style="list-style-type: none"> •
<p>24.</p> <ol style="list-style-type: none"> 7) Taking the lead on explaining project assignments. 8) Assist with facilitating learning projects. 9) Helping teachers and students with certain elements of conducting projects. 10) Working with students on their project plans. 11) Listening to project presentations. 12) Advising students one-on-one. 13) Talking to students about your career as a Project Management Professional and in your field. 14) Hosting students for site visits and internships. 	<ul style="list-style-type: none"> •
<p>25. What Makes a Community Ready for this Work?</p> <ol style="list-style-type: none"> 1. A culture of readiness for change, 2. A community that supports education 3. An intermediary or “backbone” 	<ul style="list-style-type: none"> • In order to engage in the conversations in your community, you must first understand it and its complex systems. • The Toolkit goes into significant detail about readiness factors and how to explore and even map your community. We'll also cover this in future sessions. • Today, we will note these three essential factors that must be in place in any community that is ready for transformation. • It is also important to think about determining your community's readiness as a process of exploring its assets and resources. • You should also be looking for the existing education-change efforts that already exist in every community - the “coalitions,” “initiatives,” “reform projects,” etc., all seeking to solve the challenges of an unprepared workforce. • An intermediary organization is one (or more) that is already engaged with the education and business sectors and that can bring together needed players, convene ongoing and future conversations, and coordinate partnership efforts. It may be able to take on the daily, essential “backbone” work of planning, managing, and facilitating the coalition

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26. Questions?	<ul style="list-style-type: none">•
27. Conclusion and Thanks [Contact information]	<ul style="list-style-type: none">•